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ABSTRACT

This paper describes lessons for teaching middle and high school students how to determine if they are influenced by the power of advertising and how to evaluate a product's health claims. To determine the influence of advertising, teachers have high school students discuss what their latest health product/service purchase was, why they bought it, and whether advertising had any effect on their spending. The instructor creates an advertising slogan quiz and tests students on their knowledge. In pairs, students create a quiz that contains two slogans for oral presentation. The class attempts to answer with the correct product/service. Students observe one advertisement in the mass or print media that has an influential slogan, then the teacher presents it as an oral quiz during the next class as a review. To evaluate a product's health claims, middle school students discuss whether they have ever purchased health products that did not perform as their claim stated. They learn about five questions to ask when evaluating a product's health claims and how to correctly distinguish between valid and invalid health information using those questions. The teacher selects a health product advertisement from a magazine that makes questionable health claims to provide an example for students to follow. Students then complete a questions to ask sheet as pertaining to the advertisement. (SM)

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Consumer Health: Does Advertising Work on You? and Evaluating a Product's Health Claims

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Title: Consumer Health: Does advertising work on you?

Educational Objectives: At the conclusion of the lesson the student will...

1. Determine if they are influenced by the power of advertising.
2. Create and orally present an advertising slogan quiz to the class.

Appropriate Grade Level: High School

Content and Methods:

Anticipatory Set: Ask each student: "What was your latest health product/service purchase and why did you buy that particular product/service? Did advertising have any effect on your spending?"

Objectives: At the conclusion of the lesson the student will...

1. Determine if they are influenced by the power of advertising.
2. Create and orally present an advertising slogan quiz to the class.

Provide Input: Advertising hopes to persuade an individual to purchase a particular health product or service. In the US, advertising is big business; consider the cost for a 30-second advertisement during the past year's Super Bowl! As health consumers, we are exposed to a tremendous amount of advertising. Sometimes advertising works on us without our even knowing it. Does advertising work on you?

Model Ideal Behavior: The instructor creates a advertising slogan quiz (see handout) and tests the students on their 'knowledge'.

Check for Comprehension: Instructor reviews the 'correct' answers to the quiz. Scoring=Students need only one correct answer to 'pass' the test. This demonstrates that the power of advertising stays with the consumer.

Provide Guided Practice: In pairs, the students will now create a quiz that contains two slogans of their choice to present to the class. Once completed, each pair will orally present their slogans to the class. The rest of the class will attempt to answer with the 'correct' product/service.

Provide Independent Practice: Assignment- Observe one advertisement in the mass or print media that has a particularly influential slogan. Orally present it in quiz format at the beginning of the next class meeting as a review activity.

Achieve Closure: Emphasize that if the students answered at least one item correctly on the student-created quiz, even if they do not consume the products advertised, they are still influenced by the advertisers.

Materials: Paper and pencils

Teaching Techniques Forum:
Consumer Health: Evaluating a Product's Health Claims

A) **Educational Objectives**: Upon successful completion of the lesson, the student will:

1. List the 5 "questions to ask" when evaluating the health claims of a product.

2. When given a health product advertisement, correctly distinguish between valid and invalid health information using the "questions to ask".

B) **Appropriate Grade Level**: Middle School

C) **Description of Contents and Methods**:

1. Anticipatory Set: Ask the students if they have ever purchased health products that did not perform as their claim stated. Have them give examples and explain.

2. State Objectives: Tell the students that at the completion of today's lesson they will be asked to List the 5 "questions to ask" when evaluating the health claims of a product, and when given a health product advertisement, correctly distinguish between valid and invalid health information using the "questions to ask".

3. Provide Input: Explain to the students: "Not all sources of health information are equally valid, although they may all claim that their statements are facts. As a consumer of health information, one needs to develop skill in distinguishing between valid and invalid health claims. Some questions to ask when evaluating health claims are: 1. Who is making the claim? 2. What are the person's qualifications for making the claim? 3. What type of education, training, skills, reputation, credentials does the person have? 4. What is the context of the claim? (back of a magazine, scientific journal) and 5. How strong is the scientific evidence that backs the claim?"

3. Model Ideal Behavior: Choose a health product advertisement from a magazine that makes questionable health claims to provide an example for the students to follow. Using the "questions to ask" sheet, answer each question as it pertains to the advertisement.

4. Check for Comprehension: Ask the students: "What concerns would you have about these specific claims?", Are these claims generally valid according to the answers to the "questions to ask"?, "Based on your analysis, would you purchase this product?"

5. Provide Guided Practice: Give each student a magazine and the "questions to ask" handout. With instructor's guidance, have them answer the questions for their selected health product to determine if the stated claims are valid. Students present findings to class.

6. Provide Independent Practice: Students are to find one advertisement for a health product in a magazine from home or the school library and bring it to the next class meeting, prepared to inform the class of the validity of its claims.

7. Achieve Closure: Ask the class to orally list the 5 "questions to ask" and to explain why it is important to distinguish between valid and invalid health information.

D) **Materials Needed**:

Popular and scientific magazines, Catalogues for health products/dietary supplements such as "The Vitamin Shoppe", and 6 "questions to ask" handout sheet.

Teaching Techniques Forum:

Consumer Health: Evaluating a Product's Health Claims-

QUESTIONS TO ASK WHEN EVALUATING HEALTH CLAIMS

1. Who is making the claim? _____

2. What are the person's qualifications for making the claim? _____

3. What type of education, training, skills, reputation, credentials does the person have? _____

4. What is the context of the claim? (back of a magazine, scientific journal)

_____

5. How strong is the scientific evidence that backs the claim? _____